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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN AMERICAN INSTITUTIONS (POLITICAL SCIENCE)

ED033712

Compiled by

Michael R. Capper

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
University of California
Los Angeles, California 90024

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JC 690 425

AMERICAN INSTITUTIONS OBJECTIVES: SET # 1

OBJECTIVES OF THE COURSE

The following objectives are designed to indicate to the student the general and specific topics to be covered, the type of learning activities to be engaged in, and the type of skills and knowledge the student should have acquired by the end of the course. A more expanded discussion of these objectives will be undertaken in class meetings.

I. Introduction, Historical Background and Constitutional Principles.

1. General: The student will understand the historical development and significance of the main constitutional principles of American and California government.

   a. Specific: Given a constitutional principle, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

   b. Specific: Given a list of statements descriptive of the Articles of Confederation and the U. S. Constitution, the student will indicate to which document each applies. Minimum criterion: 70% accuracy.

c. Specific: Given Chapter 3 of the Johnson text, Chapter 2 of the Schlessinger text and a class discussion, the student will write a paper of between 2 and 3 pages on the topic of constitutional implementation and change covering (1) the amendment process. (2) the implementation of the Constitution by the legislative, judicial and executive branches of government, (3) constitutional changes wrought by usage and time. Criteria of evaluation will be its quality of analysis. Due Friday of the third week.

2. General: The student will be able to think critically about current political events and issues.

a. Specific: Given the most recent issue of The National Review, U. S. News and World Report, Time and Newsweek, the student will write a paper of between 1 and 2 pages on these magazines indicating (1) the major domestic political news story covered in each magazine, (2) degree and sufficiency of factual data, (3) major political assumptions and assertions in the treatment of the story. (4) the relative weight of factual material to editorial opinion. Criteria of evaluation of the paper will be its quality of analysis. Due Friday of the fifth week.

b. Specific: Given the opportunity to view a TV program of Louis Lomax and Joe Pyne, the student will write a paper of between 1 and 2 pages on these programs, indicating (1) type of subjects covered (2) the political assumptions and assertions of each moderator (3) probable political assumptions of the vocal section of the audience as suggested by their various responses to opinions of guests and audience-participants (4) degree to which guests and audience-participants support their views with facts. Criteria of evaluation of the paper will be its quality of analysis.

Due Friday of the seventh week.

c. Specific: Given the resources of the library and a choice of two of the following--Los Angeles Times, Los Angeles Herald Examiner, New York Times, U.S. News and World Report. Time, The National Review and Newsweek--the student will write a paper of between 3 and 5 pages on the major domestic political event or issue occurring during the semester indicating (1) which two sources you have used (2) the nature of the issue or event (3) how and when it arose (4) the main participants, antagonists and protagonists (5) your opinion of it and why. Cite editorial and factual material in your argument (6) your evaluation of the factual and editorial coverage as to accuracy, assumptions, breadth and depth of

treatment and as an aid in understanding the event or issue. This paper is due June 3, 1966. Criteria of evaluation of the paper will be its clarity of style and quality of analysis.

3. General: The student will take a particular interest in one or more aspects of the objectives of this course.

a. Specific: Given the objectives and instructional materials of the course, the student will voluntarily perform at least one of the following:

(a) independent reading or study related to the course as evidenced in a discussion with the instructor;

(b) original or independent research related to subject as evidenced in a discussion with the instructor;

(c) visits to community resources related to the subject as evidenced in a discussion with the instructor (visits to be cleared with instructor beforehand);

(d) commitment to further study in the subject, as indicated by enrollment in further political science courses, social science courses related to this subject, or other evidence submitted to the instructor. Due Date: anytime before May 20, 1966. Criteria of evaluation will be the performance of at least one of the above (a) through (d).

4. General: The student will acquire the attitudes and skills requisits to the exchange of ideas in an atmosphere of mutual respect for others.

   a. Specific: Given various classroom activities, the student will contribute his own ideas and listen to the contributions of others. Criteria of evaluation will be the degree and quality of student participation.

II. Federal, State and Local Relationships.

1. General: The student will understand the nature of American federalism.

   a. Specific: Given a term or phrase pertaining to federal, state and local relationships, the student will select from a given list the statement, phrase or term which best identifies it. Minimum criterion: 80% accuracy.

III. Citizenship and Civil Rights.

1. General: The student will understand the nature and process of gaining citizenship.

   a. Specific: Given a term or phrase pertaining to the nature and process of gaining citizenship, the student will select from a given list the statement, phrase or term which best identifies it.

Minimum criterion: 80% accuracy.

2. General: The student will understand the constitutional provisions relating to civil and individual rights and the implementation and interpretation of these provisions by the judicial, legislative and executive branches of government.

   a. Specific: Given a factual situation and a list of constitutional principles, the student will indicate which principles apply to the factual situation. Minimum criterion: 65% accuracy.

   b. Specific: Given a term, name or phrase pertaining to judicial, legislative or executive action in the field of civil rights, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

IV. Opinions, Political Parties, Suffrage, Nominations and Elections.

   1. General: The student will understand the functioning and mechanisms of the American electoral process.

      a. Specific: Given a term, phrase or statement pertaining to political parties, elections and public opinion, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

   2. General: The student will appreciate the importance of the vote in a democratic society.

      a. Specific: Given two lectures and pages 214 to 227 of the Johnson text, the student will write a paper of

between 1 and 2 pages on the extension of the right to vote indicating (1) historical, legal and non-legal barriers to voting (2) groups excluded from the suffrage, when and where. (3) current federal legislation and constitutional provisions on this subject (4) political effects of the extension of the vote to different groups. This paper may be written in the form of an outline, chart or essay. Criteria of evaluation will be based on the facts presented. Due: Friday of the eleventh week.

3. General: The student will understand the functioning of diversity in democratic society.

a. Specific: Given a phrase or term pertaining to the interaction of different groups with policy makers, the student will select from a given list a phrase which best identifies it. Minimum criterion: 80% accuracy.

V The Legislative Process.

1. General: The student will understand the organization, powers and procedures of federal, state and local legislatures.

a. Specific: Given a term, phrase or sentence pertaining to the legislative process, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

VI Executive Officers of the Government.

I. General: The student will understand the functions and powers of the executive officers of government.

a. Specific: Given a list of executive functions, the student will identify to which executive officer or office the function applies. Minimum criterion: 70% accuracy.

VII Federal and State Judicial Systems.

I. General: The student will understand the structure and functioning of federal and state judicial systems.

a. Specific: Given a list of judicial actions, the student will identify to which court jurisdiction the action applies. Minimum criterion: 70% accuracy.

b. Specific: Given a term or phrase relating to federal and state judicial systems, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

VIII Government Administration, Services and Financing.

I. General: The student will understand the organization, administration, financing and services of national, state and local government.

a. Specific: Given a term or phrase pertaining to the organization, administration, financing or services of a governmental unit, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

b. Specific: Given a list of activities of governmental units, the student will identify to which governmental unit the activity applies. Minimum criterion: 70% accuracy.

c. Specific: Given a list of activities of governmental units, the student will identify the service as being performed by the federal government, state government, local government, or a combination of any two or three of these levels of government. Minimum criterion: 70 accuracy.

IX National Defense and Foreign Relations.

I. General: The student will understand the mechanism of national defense and foreign relations.

1. Specific: Given a term or phrase pertaining to national defense and foreign relations, the student will select from a given list the phrase which best identifies it. Minimum criterion: 80% accuracy.

X The Vocabulary of Government.

I. General: The student will know the vocabulary of government.

a. Specific: Given a term, the student will select from a given list the matching phrase which correctly identifies it. Minimum criterion: 85% accuracy.

AMERICAN INSTITUTIONS OBJECTIVES: SET # 2

Goal: You will recognize and understand how the constitution was created to meet the needs of that day.

Objective: 1. Given a list of true-false items, you will note whether they are accurate descriptions of the founding fathers.

80

2. Given a list of multiple-choice items you will select the answers most descriptive of the events before the adoption of the constitution.

80

Goal: The student will understand the provisions of the constitution which relate to checks and balances, separation of powers, and changing the corstitution.

Objective: 3. Given a description of governmental procedures and services you will be able to note whether they are primarily part of the separation of power system, checks and balance system or both.

80

4. Given a list of practices, you will note whether they serve to keep the constitution up to date.

80

5. Given a list of amendments, you will note the change the amendment made in the constitution.

100

6. Given a list of true-false items you will note whether the statements are accurate descriptions of the United States federal system.

80

7. Given a list of multiple-choice items. You will note the problems in federalism.

80

Goal:: You will understand the different interpretations of the Free Exercise Clause.

Objective: 1) Given a list of multiple choice items, you will select the answers most descriptive of the "no-preference" doctrine and the "wall of separation" doctrine. 90

Goal: You will understand the history of free speech in the United States Supreme Court.

2) Given true-false items, you will note whether or not the test items are accurate descriptions of the doctrines used by the Court in free speech cases. 90

3) Given multiple choice items, you will indicate the behavious protected by the free speech clause. 80

Goal: You will know the meaning of the "freedom of the press" clause.

4) Given multiple choice items, you will distinguish between those items which constitute previous restraint and those which may be censured. 80

5) Given a list of true-false items, you will note the accurate descriptions of the Court's doctrines on libel and obscenity cases.

80

Goal: You will understand the Court's positions on subversive conduct and seditious speech.

6) Given short answer items you will note the Court's positions on disloyalty policies.

80

Goal: You will know and understand the Court's positions on civil rights.

7) Given multiple choice items, you will note the Court's historical doctrines relating to segregation.

80

8) Given multiple choice items you will note the problem of desegregation.

80

9) Given true-false items, you will note the ways people circumvented the 14th and 15th amendment "legally."

80

10) Given true-false items, you will note the capacity of the 14th amendment to restrain the state from discriminating.

80

11) Given true-false items, you will note the problems of enforcing Federal laws.

80

Goal: You will understand how the constitution protects property.

12) Given true-false test items, you will note the problems the Supreme Court faces in defining due process. 75

13) Given multiple choice items, you will note the Supreme Court's doctrines on the freedom from arbitrary arrest, questioning, and imprisonment.

80

14) Given multiple choice items, you will recognize the major criticism of the United States system of justice. 75

Goal: You will understand the extent to which the United States citizen is represented.

Objective: 1) Given true-false items, you will note who votes. 80

2) Given multiple choice items, you will determine the voting patterns of differert groups of citizens. 80

3) Given multiple choice items, you will note the influence leaders have upon voters. 80

4) Given multiple choice items you will realize the implication voting has to the survival of a democracy. 80

Goal: You will understand the role interest groups play in United States politics.

5) Given multiple choice items you will note the strergth of interest groups. 90

6) Given short answer items, you will note the problems interest groups may have in relation to democratic theory. 80

Goal: You will understand the role the political party playes in United States politics.

7) Given true-false items, you will note the function and machinery of political parties. 80

Goal: You will understand the effectiveness of elections in representing the people.

8) Given multiple choice items, you will note those policies and behavious which discourage voters. 80

9) Given multiple choice items you will note the influence money has onelections. 80

10) Given multiple choic items you will note how a presidential candidate is nominated and the problems with that system. 80

11) Given multiple choice items, you will note the role the electoral college plays in politics and the problems with that role. 80

Goal: You will know the extent to which Congress is responsible to a national citizenry.

Objective: 1) Given multiple choice items, you will note Congress' activities and how they relate to responsible leadership.
80

Goal: You will understand the capabilities and limitations of the President.

2) Given true false items, you will note the function of the president. 90

3) Given true false items you will note the limitations on the President's power.
80

4) In a short essay you will note the procedures for replacing a disabled President and and the problems with the present law.
100

5) Given multiple choice items, you will select the forces of conflict between the Prewident and Congress.
80

6) In a short essay you will evaluate the President's power. Is he too strong or not strong enough? Why? 100

Goal: You will understand the capabilities of the bureaucrats.

7) Given a multiple choice items you will note bureaucratic functions.
80

8) Given multiple choice items, you will note the problems in controlling the bureaucracy.
80

Goal: You will understand the role judges pay in United States Government.

9) Given true-false items, you will note the function the judges serve. 80

10) Given multiple choice items, you will not the problems with judicial review. 80

11) In a short essay, you will state how independent you think the judges on the Supreme Court should be. Why? 100

Goal: You will understand some of the procedures we could use to control our leaders.

12) Given a multiple choice items, you will note the effect different procedures would have on making leaders more responsible.
80

Goal: You will understand how we conduct foreign affairs.

Objective: 1) Given multiple choice items you willnote the influences on foreign affairs.

80

2) Given true-false items you will note the major problems with the present system.

80

Goal: You will understand how we provide for our protection.

3) Given true-false items, you will select those items which accurately describe how we provide for the common defense. 8C.

Goal: You will understand how the government operates as a regulator.

4) Given true-false items, you will note those sentences which accurately describe the government as a regulator.

80

5) Given multiple choice items, you will note the differing interpretations of the politics of regulation.

80

Goal: You will understand how government operates as a promoter.

6) Given a list of functions you will select those refer to government as a promoter.

80

Goal: You will understand how the government operates as a manaer.

7) Given multiple choice items, you will select those activities which are indicative of government as a manager. 80

Goal: You will understand how this unit relates to the 5 main questions we have explored in this class.

8) In a short essay you will note the relationsip of big government to the 5 problems posed in this class. You will describe a government activity which relates to each problem.

100

Goal: You will have an understanding of the complex united States system of government.

Objective:

1) Given multiple choice items, you will note the functions of the President, Congress, Bureaucrats, judges and citizens.
80

2) Given a list of true-false items, you will note whether they are accurate descriptions of the theories and events prior to the adoptions of the constitution.
80

3) Given a list of amendments, you will note the change the amendment made in the constitution.
90

4) Given multiple choice items, you will note whether they are accurate descriptions of the federal system, the First Amendment, the Fourteenth Amendment, The American voter, interest groups, political parties, President, Congress, Bureauerats, judges, and state andlocal politics.
75

5) Given multiple choice items, you will note the relation of the adoption of the constitution, civil liberties, citizens, policy makers, big government, and state and local government have to the five major problems posed at the beginning of this syllabus.
80

6) In short essays, you will nexpress your evaluation of the United States government. For example, you may be asked to evaluate the Presidents power. Is he toostong? Why or why not?
90

AMERICAN INSTITUTIONS OBJECTIVES: SET# 3

UNIT I

The Bases of Politics: Ideas

Every government is an existential fact, and it is basic to political study that the factors creating governmental forms be appreciated. The perennial questions that involve man's relationship to the state continue to have relevance today. An awareness on the part of both instructor and student of these fundemental problems can serve as a useful backdrop to the discussion and understanding of the more narrow range and practical problems confronting every citizen.

Topics: authority, consent, effectiveness, legitmacy, obligation, power, representatiion, the state.

I. Goal: The student will be able to untilize a minimum basic terminology regarding the ideas of traditional political theory.

Objective: 1. Given a list of ten multiple-choice items utilizing the terms of traditional theory, he will answer them with 70% accuracy.
70

II. Goal: The student will be able to differentiate among the three "ideal types" of political authority that operate in different social contexts.

Objective: 2. Given a list of social characteristics that exist in various political communities, the student will select the authority type that would best match the description.
70

Objective: 3. Using 50 words or less, the student will write in class a definition of the state, incorporating in his statement three essential elements.
90

III. Goal: The student will understand and apply the terms "style" and "focus" in explaining representative action.

Objective: 4. Given a list of brief desriptions of legislative action, the student will choose whether the behavior was that of a "trustee" or a "delegate," or whether the behavior was district or nation-oriented.

80

UNIT II

The Transfer of Ideas

Political life does not exist in a vacuum. It is shaped by, and interacts with, the whole complex structure of life in every society. To understand politics, one must look at the range of social behavior which in every system has central tendencies that are passed on over time. Continuity, stability, and predictability are some of the consequences of this universal pattern of transmission. The form is generally the same, but differing content among and within societies is what makes the study of socialization important for political science.

Topics: culture, identity, norms, roles, socialization, values.

I. Goal: The student will understand the role of social variables in the explanation of political behavior.

Objective: 1. Given a list of social and personal variables, the student will indicate whether each has a consequence for political behavior.

85

Objective: 2. Given a descriptive list of voter characteristics, the student will indicate the probable political party of the voter.

85.

Objective: 3. Given a list of national qualities, the student will note which are useful in describing the United States.

80

UNIT III

The Political Organization of Ideas

As individuals learn the norms for political action in their society, and absorb the values its social life teaches, some people will actively participate in organized political life to perpetuate or change what they have observed. The translation of their ideas into systematically presented demands entails the formation of parties and interested groups. The clash and resolution of ideas is basic to politics; men have found that organization is essential to the development of political power.

Topics: conflict, consensus, control, democratic theory, group types, leadership styles, oligarchy, organization, participation, parties.

I. Goal: The student will understand the formation and character of political parties in the American context.

Objective: 1. Given ten opposed terms, the student will note which are appropriate to a description of American parties.
90

Objective: 2. Given a list of current political issues, the student will determine which major party would support them.
80

Objective: 3. Outside of class, the student will write an essay of 200 words explaining why third party movements have not succeeded in the United States.
100

II. Goal: The student will understand the reasons for and the components of organization in the pursuit of political goals.

Objective: 4. Given a list of terms, the student will note which describe an effectively working political organization.
90

UNIT IV

The Constitutional Bases of American Politics: Legislature and Executive

Every political system has self-recognized ground rules under which it operates. The American system embodies a high degree of expectation that the holders of official political roles will conform to a cherished body of legal controls. Yet much of what occurs politically follows from the course of habit and tradition. The empirical operation of our political system has extended far beyond what its originators could have imagined. On top of a legal framework, therefore, rests a political system that owes many of its features to the contingencies of history.

Topics: committees, composition, efficiency, expertise, hearings, organization, recruitment, seniority, terms, trends.

I. Goal: The student will understand the organization and components of the United States Congress.

Objective: 1. Given a comprehensive list of terms describing the House and Senate, the student will note to which assembly they apply.

90

Objective: 2. Given a list of daily activities, the student will select those that can be regularly performed by congressmen.

75

Objective: 3. Outside of class, the student will write an essay of 250 words in which he describes the typical functions of a committee of the United States Senate.

100

II. Goal: The student will understand the relationship between the duties of the Executive and Legislative branches.

Objective: 4. Given a list of political actions, the student will note which are appropriate for the Executive branch to perform.

80

Objective: 5. Given a list of the steps in the initiation, consideration, and passage of a law, the student will arrange them in proper sequence.

70

UNIT V

The Constitutional Bases of American Politics: Executive and Bureaucracy

Every modern industrial state is moving towards a de facto executive domination of the original legislative function of careful discussion and administration of matters assigned to the legislature. Leadership today focuses on the executive, and powerful social and economic forces have found an alternate administrative route to the satisfaction of their demands. An awareness of these new initiatives is vital in contrasting the development of politically important institutions over time.

Topics: advisors, appropriations, cabinet functions, civil service, lobbies, programs, problems, trends.

I. Goal: The student will understand the roles of the President.

Objective: 1. Given a list of Presidential activities, the student will place each into one of Rossiter's roles.

80

Objective: 2. Given a list of possible Presidential actions, the student will note which are appropriate to the Office.

80

II. Goal: The student will be familiar with the common strengths and weaknesses of the Federal bureaucracy.

Objective: 3. Given a list of features that could occur in national bureaucracies, the student will note which are common to the United States.

80

III. Goal: The student will understand the range of activities carried on under the Executive branch.

Objective: 4. Given a list of services and activities performed by the Administration of every President, the student will note under which Cabinet Department such activities come.

70

Objective: 5. Given a list of economic activities performed by the government, the student will note which are authorized by the Full Employment Act of 1948.

85

Objective: 6. Shown an organizational chart of a typical Cabinet Department, the student will label the appropriate offices and designate their geographical location.

70

UNIT VI

Public Opinion and Political Influence

Democratic government bases itself on the premise of an articulate, politically concerned citizenry and a responsible, dedicated leadership. Modern sampling techniques and behavioral studies have refined and amended a traditional optimistic belief in the reality of a smoothly-working democracy. The student of politics must match these new findings with the canons of political theory and his own observation, and determine for himself the actual dimensions and meaning of "democracy."

Topics: control, democratic standards, education, effects, elites, latency, measurement, pluralism, political knowledge and resources, polling.

I. Goal: The student will be able to judge critically the factors that create and enabel political influence.

Objective: 1. Outside of class, the student will write an essay of between 250-500 words describing Dahl's attempt to measure political influence, and the utility of his effort.
100

II. Goal: The student will understand the basic terms and conceptual features of the measurement of public opinion.

Objective: 2. Given a list of terms used in research on public opinion, the student will write definitions of ten of them in 20 minutes, using not more that three sentences each.
85

Objective: 3. Shown a hypothetical statistical survey chart and alleged inferences drawn from it, the student will note which are logical and correct.
80

UNIT VII

The Legal Foundations

A rational and respected legal system has long been a central feature of Western political culture. The American Supreme Court has grown into a major social force, and its decisions claim a basis in a lengthy heritage of judicial opinion. The ultimate function of government is to establish regular and uniform protection for the lives of its citizens. A continued committment to the rule of law is thus essential to the survival of the one and the many.

Topics: Bill of Rights, deterrence, legal history, major decisions, moral concerns, organization, resistance, terminology.

I. Goal: The student will know the individual liberties afforded the citizen under the Bill of Rights.

Objective: 1. Given a list of public or private actions, the student will determine which are constitutionally guaranteed.

80

Objective: 2. Given a list of ten multiple-choice items covering landmark Supreme Court decisions, the student will correctly identify seven.

70

II. Goal: The student will understand the special procedures common to the American legal system.

Objective: 3. Given a list of common legal terms, the student will match them to their correct definitions.

90

UNIT VIII

Contemporary Political Issues: Foreign Affairs

The international system comprises a set of relationships best described as anarchistic. As such, each nation attempts to protect its perceived interests and advance its own objectives through the instruments of national power. The United States has a wide range of interests, and must continually work to accomodate it's objectives to an international reality operating on many levels. The conduct of diplomacy is a complex and demanding task, and is a major responsibility of the President.

Topics: aid, alliances, colonialism, communication, hegemony, ideology, nationalism, power, sovereignty, strategy, United Nations, Vietnam.

I. Goal: The student will know the basic features of America's international power, and the areas of its exercise.

Objective: 1. Given examples of various types of American foreign assistance, the student will place each in one of Morgenthau's six categories.
80

Objective: 2. Given a list of activities in foreign affairs, the student will note which are the prerogative of the President.
80

II. Goal: The student will understand the international and national motivations of communist states.

Objective: 3. In class, using not more than 150 words, the student will write a definition and a justification of the term "polycentrism."
100

UNIT IX

Contemporary Political Issues: Race and the Cities

America has prided herself on her social pluralism and an ethic of justice and equality. But contemporary life has exposed the flaws in the vision of a decent society. Racism pervades every institution in America, and while America's suburbs are comfortable and satisfied her cities suffer decay and neglect. Our highly urbanized society has developed without direction or communal purpose; developing our technological abilities have taken precedence over allowing human growth. Unless current needs are met, social chaos is inevitable.

Topics: crime, housing, pollution, poverty, prejudice, racism, transportation, violence.

I. Goal: The student will understand the scope and nature of current urban problems.

Objective: 1. Given a list of problems that could occur in any organized community, the student will note which are particularly prevalent in large urban centers.
90

Objective: 2. Given a list of family situations, the student will note which are associated with a condition of poverty.

90

Objective: 3. Outside of class, the student will write an essay of between 500-750 words reviewing Clark's book, paying particular attention to the causation and extent of the situation the author describes.

100

II. Goal: The student will understand the social and psychological background of minority thought.

Objective: 4. Given a list of social variables, the student will note which condition minority beliefs within the larger community.

80

UNIT X

State and Local Government

While the national government is the focus of general public interest, the state and local governments are delegated important responsibilities. The growth of the Federal establishment has expanded outside interest in state programs and has promoted uniform administration and development of new services. States and cities are often in financial troubles; the extent of useful Federal initiatives in utilizing this factor for control is difficult to resolve.

Topics: cooperation, delegation, federal grants, organization, pilot programs, problems, styles.

I. Goal: The student will understand the distinction between federal and state responsibilities.

Objective: 1. Given a list of current political programs, the student will class them as appropriate to national or state government.

80

II. Goal: The student will understand the differences in structure and operations between state and local governments.

Objective: 2. Given a list of governmental responsibilities, the student will note which are local in application.

70

Objective: 3. Given a list of governmental officials, the student will determine which hold offices at the state level according to their titles.

70

UNIT XI

Summary and Conclusions

The course has emphasized nine focal areas in the context of American politics. The student should now bring more clarity and insight to his thoughts on the strengths and weaknesses of the American political process.

I. Goal: The student will reconsider the material he has covered in the course.

Objective: The student, outside of class, will make up five quick-score items covering any areas of classroom study he considers significant.

100

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